

A. & M. COLLEGE.

THE AGRICULTURAL & MECHANICAL
INSTITUTE FOR EXCELLENCE
OF THE SOUTHWEST.

A Place Where an English Education is
Inculcated Along with the Principles
of Farming and Mechanics.

This school is a branch of the State University. It is situated in Brazos county.

It possesses every facility for giving the young men of the country a practical and useful education. It has extensive and well equipped buildings, laboratories and workshops.

Its general object is to excite and foster in the minds of our people an enthusiastic appreciation of the attractiveness and value of those pursuits by which the material development of the country is advanced.

It is the business of this college to turn the attention of our young men from the overcrowded "learned professions," to those occupations which have brought abundant wealth and power to other states, and which are beginning now to attract and well repay the services of trained young men in Texas.

These objects are sought to be attained:

By a thorough course of instruction in mathematics and natural science, with continual application of principles to work in the shops, fields, gardens, vineyard, orchard, pastures, dairies and other laboratories.

By thorough training in the branches of an English education.

By relying upon text books as little as possible and leading the students to seek information directly from observation and experiment.

By inculcating the dignity of intelligent labor—banishing the idea that the farmer or mechanic who is worthy of the name need be any less learned than the professional man.

By inducing in the mind of the student an enthusiastic love of nature and the study of natural laws, whereby agricultural and mechanical processes become invested with absorbing interest, and are pursued in a spirit which leads to progress and success.

There are two regular courses of study and practice leading to degrees and extending through four years each. They are identical for the first year, thus giving the student the advantage of elementary training in subjects that are of equal importance to every one, and affording opportunity for intelligent choice between the courses as continued separately through the three succeeding years. In the third year, or second class, there is a still further specialization by which the student may, in the agricultural course, vary his studies with reference to obtaining either of two degrees, that is, Bachelor of Science (B. S.) or Bachelor of Scientific Agriculture (B. S. A.). In the mechanical course a similar specialization is provided for by which the student is given the choice between the degrees of Bachelor of Civil Engineering (B. C. E.) and Bachelor of Mechanical Engineering (B. M. E.).

All regular students must pursue either the agricultural or the mechanical course, and there is no course of instruction which is not industrial.

The Latin language is optional and may be studied by any student who may have time for such extra study. German and Spanish are considered important and special attention is given to them.

The post-graduate degree of M. S. (Master of Science) will be given to those who have pursued the post-graduate studies for two years and have passed satisfactory examinations thereon and submitted an approved thesis.

Special courses in the following subjects are provided: Agriculture, Horticulture, Dairying, Carpentry, Blacksmithing, Machinery, Chemistry, Drawing and Surveying.

Expenses for session of nine months, \$140. This includes everything except uniform and books, which will cost for the session about \$40.

The situation of the college is commanding and healthy, and every attention is paid to the morals and well-being of the students.

The college offers extraordinary advantages to those who want to study Agriculture, Mechanics, Engineering, Horticulture, Botany, Zoology, Physics, Mathematics, Chemistry, Geology and Mineralogy, English, Modern Languages, etc.

Faculty and other officers: Louis L. McInnis, A. M., chairman, professor of mathematics; W. L. Bringham, Ph. D., vice-chairman, professor of English and history; Rud. Wipprecht, professor of languages; R. H. Whitlock, M. E., professor of mechanical engineering; Geo. W. Curtis, M. S., A., professor of agriculture; F. A. Guiley, M. S., professor of experimental agriculture; Lt. Guy Carleton, second cavalry, U. S. A., professor of military science and commandant of cadets; H. H. Harrington, professor of chemistry and mineralogy; Thomas L. Brunk, B. S., associate professor of horticulture and botany; John H. Kinealy, D. E., associate professor of civil engineering and drawing; Mark Francis, D. V. M., associate professor of veterinary science; R. F. Smith, adjunct professor of mathematics; F. E. Giesecke, instructor in drawing; Rev. C. P. Fountain, Chaplain and Librarian; W. B. Philpott, Assistant Professor of English; Duncan Adriance, Assistant Professor of Chemistry and Physics; J. F. Dugger, Assistant Professor of Agriculture; J. F. McKay, Assistant Professor of Horticulture; Paul Braun, B. M. E., Assistant Professor of Mechanical Engineering; A.

M. Guenther, Instructor in Blacksmithing and Foreman of Machine Shop; Professor Curtis, Secretary of the Faculty; Col. T. M. Scott (Agent of the Board of Directors), Business Manager; Prof. L. L. McInnis (ex-officio), Secretary; J. D. Read, M. D., Surgeon; G. A. Rogers, Assistant to Secretary; B. Shiba, Steward; C. A. Lewis, Foreman of Carpenter Shop; J. H. Alsworth, Foreman of Farm; G. E. Eberspather, Foreman Garden and Orchard; J. S. Fowlkes, Esq., Bryan, Fiscal Agent.

First Endowment of an American College.

In 1619—one year before the Pilgrim Fathers came to the land named New England by Captain John Smith—Sir Edwin Sandys, president of the Virginia company in old England, moved the grant of 10,000 acres of land for the establishment of a University at Henrico. The proposed grant, which was duly made, included 1,000 acres for an Indian college; the remainder was to be "the foundation of a seminary of learning for the English." The very same year the bishops of England, at the suggestion of the king, raised the sum of £1,500 pounds for the encouragement of Indian education. Thus, by the combined authority of church and state, was anticipated by more than two centuries the endowment of such institutions as are now represented by the Hampton school and by the University of Virginia.

It was not from lack of generosity or good will toward the cause of higher education and the improvement of the Indians, that these, the earliest of all American endowments, bore no immediate fruit beyond the subscription of £150 in 1621, for a preparatory or collegiate school at Charles City, and the appropriation of 1,000 acres of land, with five servants and an overseer to improve the same. The Virginia company was thoroughly in earnest with regard to its educational project. Tenants were sent over to occupy the university lands, and Mr. George Thorpe, a gentleman of His Majesty's privy chamber, came over to be the superintendent of the university itself.

The first beginning of philanthropy toward the Indians and of educational foundations for the English in America was suspended by reason of the Indian massacre in the spring of 1622, when Mr. Thorpe and 340 settlers, including tenants of the university, were cut off by an insurrection of savages.

It was only two years after this terrible catastrophe that the idea of a university in Virginia was revived. Various obstacles intervened and it was not endowed by royal grant until 1691. In that year the colonial assembly sent the Rev. James Blair, the commissary or representative of the bishop of London, back to England to secure a charter for the proposed college. Virginia's agent went straight to Queen Mary and explained the educational ambition of her colony in America. The queen favored the idea of a college, and William wisely concurred. The royal pair agreed to allow £2,000 out of the quit-rents of Virginia toward building the college. Mr. Blair then went to Seymour, the attorney-general, with the royal command to issue a charter. Seymour demurred. The country was then engaged in war, and could ill afford to plant a college in Virginia. But Mr. Blair urged that the institution was to prepare young men to become ministers of the Gospel. Virginians, he said, had souls to be saved as well as their English countrymen. "Souls!" said Seymour, "Damn your souls! Make tobacco!"

Education of Teachers in the Art of Singing.

That all children, when properly taught, can understand the elements of music, and can learn to sing new music at sight as well as they can learn to read and to understand writing and print, has been as clearly demonstrated as anything can be. That such has not always been the case where teaching music has been attempted, is also true. But that all children do so learn where right methods are employed and properly carried out, proves that the failures were either in the methods or in the teaching, or in both. It is equally true that children, through music study in school, can learn to use their voices correctly, thus training the entire vocal apparatus for reading and speech, as well as for song.

It is true, also, that children can learn to sing with taste and expression; that they may acquire a fondness for good music and for singing, and that they will, through proper musical training, become as much more refined, cultivated, and useful, than they otherwise would be, as it is possible for any one pursuit to achieve. In fact, their whole training is not complete without this element.

The desirability of this condition of things, both as far as the individual himself, and the social and religious organizations of society are concerned, will be conceded by all who desire the highest and best standard of manhood and social life.

If pupils understand the subject, and if they make intelligent and protracted effort to learn to sing and to do whatever is required, they will succeed as surely as in any other case wherein nature gives results as a consequence of intelligent activity.

The work of the teacher is to aid the pupil in understanding the subject, and to guide them in the necessary drill or practice.

The multiplication of cheap books has caused a doubt whether there is such a necessity for public libraries as formerly; but experience is beginning to demonstrate that the necessity for comprehensive collections of all classes of standard literature is by no means met by the cheap publications which place leisure reading within the means of the masses.—Pittsburg Dispatch.

TEXAS CHAUTAUQUA.

LOCATED AT GEORGETOWN, THE
CARLSBAD OF THE GREAT
SOUTHWEST.

Its Clustering Attractions and Auspicious
Surroundings Give Promise of Accomplishing Great Results.

Prof. W. H. Shaw, president and chancellor; Rev. W. W. Pinson, corresponding secretary and superintendent; C. L. S. C., San Antonio, Tex.; Rev. E. O. McIntyre, vice-president, and superintendent S. S. Normal, Austin; Rev. C. C. Armstrong, business manager, Georgetown, Tex.

The Texas Chautauqua assembly belongs to the great sisterhood of assemblies of which the original Chautauqua in New York is the model. This popular educational and religious movement, one of the most conspicuous and influential of the country, is too well understood by the reading public to need explanation at length. It is one of the four great international movements of the age: The Young Men's Christian association, the Woman's Christian Temperance union, the International Sunday School association and the Chautauqua idea. The last is by no means the least. It embraces in its wide extended arms of sympathy and helpfulness all the rest.

This assembly has been within the last year located at Georgetown, the county seat of Williamson county. A more beautiful situation for an assembly of this character it would be difficult to find. The grounds are high and rolling and lie upon the banks of the San Gabriel. They are well shaded, and are so exposed as to command the breezes from whatever quarter they may blow.

The grounds have been laid out in beautiful parks, broad streets, avenues and drives. These will be speedily improved and beautified with flowers, plants, fountains and cottages. A complete system of water works has been laid and the grounds are abundantly supplied with pure water. These grounds are ample for all purposes, comprising 200 acres. When the whole is improved and the plans perfected there will be no more attractive summer resort in all Texas. The boating, bathing, fishing, river drives and walks; the free outdoor life upon these grounds are in themselves sufficient attractions to repay all who visit the grounds. While the location of this assembly is rural, still all the conveniences of modern life are supplied. The daily papers are had on the grounds, busses and carriages run hourly to the town. Railroad, telegraph and telephones connect with the outer world.

THE LECTURE PLATFORM.

A corps of lecturers representing the best thought of the country are employed for daily lectures. The character of the work, as well as of the men, will be seen from the names of those who have just closed engagements for the past session: John De Witt Miller, Gov. Cumback, Geo. W. Bain, Harold David Snowden, D. D., LL. D., F. R. S., Dr. McIntosh, Chas. Fessier Smith, Prof. Merrill, A. G. Haygood, D. D., these and a number of others equally as successful in their specialties, made the first platform a success, and laid down the standard of all coming platforms of this assembly.

THE SCHOOLS.

Sunday school normal department under the control of the Rev. E. O. McIntyre, is now thoroughly organized and is doing effective work. During the winter auxiliary Sunday school normals will be organized throughout the state, the teachers and superintendents being prepared for the full course of lessons and lectures given during the annual session of the assembly. The lessons in teaching will embrace such themes as Bible history, geography, biography, doctrines, methods of interpretation, illustration and definition, those in organization, such as officers, classes, lessons, discipline, "work outside." Every effort will be made to prepare the Sunday school teacher for the great work of the Sunday school. Write Rev. E. O. McIntyre, Austin, Tex., for text books and plans of organization of classes.

SCHOOL OF HEBREW.

Arrangements have been made for the benefit of any interested in this subject. This school is under the control of Prof. F. C. Johnson, of the Austin Theological school, a pupil of Prof. Harper, of Yale college, and by him highly recommended. It is known that Prof. Harper is the author of short methods for acquiring Greek and Hebrew, a system popular and successful.

THE TEACHERS' NORMAL SCHOOL.

The management of this Assembly want to do all in their power to assist the great army of teachers in the public and private schools of Texas. Special inducements are offered them. A normal department, with a competent faculty, has been organized. Instructions in all the studies of the public school, as well as in the higher branches, will be given. In normal methods, the work will be illustrated by skilled lecturers and expert teachers. The session will begin four weeks before the Assembly opens and will extend over into the Assembly two weeks, thereby giving the teachers advantages of the Assembly as well as of the school.

THE TEACHERS' HOME.

In order to make the expense upon teachers as light as possible, the management has donated grounds free of

charge for building suitable houses for teachers during the session and assembly. The shares are put at \$10 each. This small amount will secure to each purchaser lodgings, mess privileges and all others pertaining to the home so long as he wishes to use it. Already quite a sum has been subscribed, and by next year a neat home for teachers will be built.

SCHOOL OF MUSIC.

Both vocal and instrumental music have been provided for. Lessons in each department will be given by experts, whose ability is unquestioned. The great chorus of the assembly is free to all, and is under the control of a leader who will daily drill the singers.

COMMERCIAL SCHOOL.

This department for the coming year is ably manned by Prof. Walden, of the Texas Business college. Instructions will be given in bookkeeping, penmanship, shorthand and typewriting during the teachers' normal and the session of the assembly.

OTHER SCHOOLS.

Of art, needle work, cooking, clay modeling, elocution, etc., will be provided for as demands may require.

CONFERENCES.

Aside from the regular schools there will be held at suitable hours conferences of workers on such lines of work as Society of Christian Endeavor, missionary work, "Daughters of the King," Y. M. C. A., ministers' conference, primary Sunday school work, primary missionary work, W. C. T. U. temperance, Sunday observance, etc. Persons of facts and methods will be present to lead in these conferences and to assist all interested in any of them.

SPECIAL DAYS.

In addition to the regular work of the assembly there will be special days, such as missionary day, national day, Y. M. C. A. day, W. C. T. U. day, recognition day, etc. There will also be concerts, receptions, camp fires, pyrotechnics, etc.

THE "C. L. S. C."

The Chautauqua Literary and Scientific Circle is one of the great features of the assembly. Here members from different parts of the country meet and sit down in loving fellowship. This year saw a goodly number at the first round table campfire. They came from the far Panhandle, from the extreme south, from the farthest east and west of this vast state and from the regions beyond, filled with Chautauqua fire. The assembly recognizes the value of this great factor and will gladly welcome all Chautauquans.

THE PAST SESSION.

The past session of this assembly has been in every sense of the word a success. All who attended the various schools were hearty in their expressions of approval. The lecture platform was equal to any in the land, and each speaker well sustained the promises and expectations of the assembly management. There were no failures as to presence of any of them. The reception of the platform by the people was hearty and forever silenced the objection that the lecture platform in Texas is premature. The large crowds that daily gathered, often times thrice a day, were enthusiastic and outspoken in their approval. The endorsement of the idea by a large number of visitors was most encouraging.

THE OUTLOOK.

The outlook for the session of 1890 is most encouraging. Already the slate for the lecture platform is made up. Of the recent lecturers Gov. Cumback, John Denitt Miller, Geo. W. Bain will return. A number of new celebrities will be added. Dewitt Miller has been secured for a tour of lectures in behalf of the assembly.

The various departments are all fully manned and equipped. The grounds will be steadily improved and beautified. A number of lots have been sold upon which handsome summer cottages will be built. Thus with so fair an outlook the Chautauqua idea in Texas must and will grow. It looks to the people of Texas for sympathy and support, feeling sure that when once they understand its clustering attractions they will hasten to give it the patronage and support it so richly merits.

The Field of Investment and Haven for Immigration.

When you are told that the area of Texas is 274,356 square miles, or that it contains 175,587,840 acres, possibly you get but a faint idea of the magnitude of the state. In order that the reader may get something like a correct idea of the state, its vastness and its possibilities, let us suppose that it were hinged on the state of Louisiana, and that it could be opened or raised up like a great trap door; it would cover all of the Gulf states, including part of Kentucky, Tennessee, North Carolina and the whole of South Carolina. Its extreme length from north to south is the same distance as from Chicago to New Orleans; its extreme length from east to west is the same distance as from Shreveport, Louisiana, to Charleston, South Carolina. This gives you an idea of its size. To give you some idea of its capabilities and possibilities, you may be truthfully told that nearly seven-tenths of its entire area is capable of being put into a high state of cultivation—the richest and most productive soil in the known world. If all of the 60,000,000 of people in the United States were residing in Texas there would be less population in proportion to area than there are in Great Britain. If all the people in Canada and in the United States were located in Texas, they would not be so thickly settled as they are in France; if all the people in Canada, the United States, Central America and Mexico were crowded into Texas, there would still be less population to the area than in Belgium.

ST. MARY'S COLLEGE.

LOCATED AT SAN ANTONIO, TEX.,
UNDER THE DIRECTION OF THE
BROTHERS OF ST. MARY.

With Spacious Halls, Well Ventilated Apartments, Healthful Surroundings and Trained Instructors.

St. Mary's College, under the direction of the Brothers of Mary, was founded in 1852, and it is now incorporated, with power to confer such degrees as are usually conferred by colleges.

Situated in the center of the picturesque romantic Alamo city, St. Mary's College enjoys the double advantage of intimate communication with all parts of this flourishing town, and immunity from the bustle of its thriving business. The buildings are massive structures of stone, three and four stories high, its spacious halls and well ventilated apartments having been specially designed with a view to enjoy the constantly refreshing breeze which renders its situation most agreeable and adds materially to the promotion of the health and comfort of the pupils.

The directors of the university, being members of a society, which from its origin has devoted itself to the education of youth, will endeavor to prove themselves deserving of the confidence reposed in them, by evincing on all occasions a paternal solicitude for the health and comfort of those entrusted in their charge, by sparing no pains to promote their advancement, and by exercising a constant prudent watch over their conduct. The exercise of their authority will be mild without being remiss, in enforcing that strict discipline and good order so essential for the proper culture of both mind and heart.

The academic year consists of only one session, beginning on the first Monday in September and closing in the last week in June; pupils however, are admitted at any time during the year and charged for the remainder of the session.

Candidates for admission are examined immediately upon their arrival at the college and placed in the class which their ability may entitle them to enter. Pupils coming from another school or college must exhibit satisfactory testimonials from the directors of the same.

The proficiency of each student is determined by weekly competitions in some branch of study and by examinations. A record of the daily recitations, the weekly competitions and the result of the examinations is kept in the register of the college, and at the end of each quarter a report is sent to parents or guardians, stating scholarship and deportment. Medals and premiums are awarded at the annual commencement and published in the annual catalogue.

A well supplied laboratory of chemical apparatus and an excellent set of chemicals enables the pupils to make the most accurate experiments known to the science. They will be taught how to manipulate the apparatus, how to experiment and how to investigate. Special attention will be given to experimental illustration in natural philosophy. All the experiments described in the text-book will be performed and such others as may be necessary to elucidate satisfactorily the subject under study. The cabinet of apparatus is complete and consists of instruments of the latest perfection.

Besides the college library there are three circulating libraries, to which the pupils have free access.

Expenses: All charges are payable half yearly in advance.

| | |
|--|----------|
| Board, tuition, bed and washing, per annum | \$200 00 |
| Music, with use of instrument | 25 00 |
| Use of typewriter | 10 00 |
| Telegraphy | 20 00 |
| French | 10 00 |
| Entrance fee | 5 00 |
| Graduation fee | 5 00 |

Mending, books, stationery and medical attendance form extra charges.

Latin, French, Spanish, typewriter, shorthand and telegraphy are optional for students above the grammar course.

Send to Father Feith, president St. Mary's college, San Antonio, Tex., for catalogue containing detailed information.

Texas Public Free Schools.

The permanent free school fund, invested in state and county bonds, is \$5,873,174.02; 40,000,000 acres of land, controlled by the state, and four leagues, or 17,712 acres, to each county organized and unorganized, controlled by the counties, making a total of 47,288,670 acres, which, at \$3 per acre, would bring \$141,860,028, added to the above makes a grand total of \$147,739,202.02. The interest on the bonds and land notes for which school lands have been sold, rentals from the lands leased, one-third of the state tax and \$1 on each poll, forms the available fund which is used each year for the maintenance of public free schools. The available fund is increasing rapidly each year. In 1881 the amount appropriated for maintenance of public free schools was \$103,933.44; in 1885 it was \$2,050,000; in 1887 it was \$2,285,415; a letter from the treasurer of the state says the appropriation for 1888 will be about \$2,300,000. This fund will soon be sufficient to give free education to ten times as many children and persons as now live in Texas, between the ages of five and twenty years. We have a State University, located at Austin, the capital, which is one of the best endowed educational institutions in the United States. It

is open to both sexes. Tuition free. The Constitution of the state provides for the establishment of a University for the education of colored youths; steps have been taken to put it in operation. The University lands will permanently endow these institutions, making them, in time, the equal of any in America. The University permanent fund is at present \$523,411, invested in bonds; this, with an available fund of \$21,680 and cash on hand of \$16,825, makes a total University fund of \$555,016. Besides this, it has 2,221,400 acres of land, most of which was located at an early date, and is very valuable, worth from \$3 to \$20 per acre. At an average of \$6 it would bring \$13,328,400, making a grand total of \$13,884,316 for University purposes. The State Agricultural and Mechanical college, located near the city of Bryan, Brazos county, is endowed with \$209,000, invested in bonds; also a large endowment from the United States government. Ninety-four students, one-half of whom take a mechanical and one-half an agricultural course, receive free board and tuition. The Sam Houston Normal school, for the education of white teachers, and the Prairie View Normal school, for the education of colored teachers, are supported by the state, and 155 white and forty-five colored students receive tuition and board free, in proportion to white and colored population.

Henry Watterson on the Newspaper.

My notion is, however, that a newspaper ought to be, to begin with, a newspaper. You will understand that by the prefix "news" I do not mean "invention." I mean the prompt and accurate collection of facts of interest for the people to know, and the early publication of these. He who succeeds most in this will best achieve the ends for which the newspaper was and is designed, and will, at the same time, attain the highest awards deserved by popular patronage and favor for success in every effort to supply the public what it wants and needs. If a newspaper, thus made up, is to have opinions, they should be sensible and honest, as unselfish as may be and decently delivered, aiming above all to represent the interests of many who cannot represent themselves, as against the interests of the few, who are sleepless in the devotion they bestow upon their own affairs. And—and—well, that is all, sir, whether it be a big newspaper or a little one.

Standing in the midst of such an assembly—may I not say of such an imposing array—of what are called "country editors," I wish to add that I think each one of you has reason to congratulate himself upon his claim to that title. Ambition is a human infirmity, and the desire to get along in the world is as natural as it is universal. But all things are relative, and when Napoleon said he would rather be first in Switzerland than second in France he gave expression to a sentiment which, translated into the ordinary business of men, is equally honorable and practical, the sense of being second to no one in one's own line of business. His business was conquest, the conquest of nations; though, for matter of that, so is yours, for it embraces the conquest of ignorance. But, even Napoleon found that the more his fortunes advanced and the more power he acquired the more dependent he became and the less his own master, while as for happiness, the very hope of it had vanished. So it is with all great affairs. Wealth, fame and power confer only the wear and tear of life. Real success in life is happiness, and happiness is found only in that which may be compassed between four walls and under a single roof, no matter how humble and obscure.

The National Commissioner of Education.

The election of Prof. Wm. T. Harris as national commissioner of education is one worthy of all praise. In the management of the schools of St. Louis, Mr. Harris displayed a practical competence to deal with educational problems which at once gave him a foremost place among superintendents. Since his retirement from that place he has devoted himself quite as much to the study of the theory and practice of education as to those philosophical pursuits which have given him a national reputation. The International Education series, which has reached its eleventh volume, was originated by himself, and he has edited it with great judgment in the selection of writers and the prefaces he has written to each of the volumes. No commissioner has entered upon this important office with so much satisfaction on the part of the class for whose benefit the bureau especially exists; and we shall be very much disappointed if his administration does not mark an important era in the conduct of its affairs. The appointment is said to be due to Secretary Noble's acquaintance with Professor Harris during his charge of the schools of St. Louis.

The pistol is out of place in civilized society. It is an odious and mischievous relic of barbarism. For one innocent life which it protects and saves, ten innocent lives are destroyed by it. Its most terrible fruits are not the purely accidental sacrifice of life, but the murders for the commission of which it affords the ready means and the continual temptation. Enlightened legislation will yet prohibit the manufacture and sale of pistols, and perhaps other firearms as needless and mischievous implements of death. Livingston travelled in Africa with nothing but a walking-stick in his hand, and counted himself safer for the want of any more serious weapons. —Christian Statesman.